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ABSTRACT

Classroom activity ideas for Japanese English as a second language students include a Punch and Judy puppet show (script included); a Halloween puppet trick-or-treat game to learn vocabulary and an American custom; a mime game using verbs; hangman; games of prediction, chance, and sorting or grouping; a Japanese card game similar to "slap"; a guessing game emphasizing pronunciation; and "Hokey-Pokey," a participatory song. (MSE)

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Puppets, Music, Movement, Drama and Kids

by Shivaun Molloy

Spindle, a commercially available unicorn puppet, greets his audience of fifty educators, "Hello everyone! Welcome. My name's Spindle the unicorn. I'm a puppet from Italy.

I'd like you to meet Shivaun. She's a teacher in Sendai. She teaches ten elementary and five junior high classes a week. Her classes number from four to eleven students. She travels to her classes in the suburbs so she uses us puppets as we are extremely portable, friendly and talkative. We'll do many things together this afternoon. If you have any questions about methodology and materials please ask after the presentation."

Audience participation

"Here are your copies of our play Punch and Judy." Everyone is given a copy of my EFL version of Punch and Judy. "You are the audience. Let's read over your parts and practice expression of boo, hiss, yeah and hooray!" They practice the audience's lines and see that page two is on the back of page one. They are ready so Spindle says, "This is a very ancient play from England, about three hundred years old. It's still very popular with kids at the beach and fairs."

I am seated at a desk and put the puppets Punch and Judy on my hands. There is no puppet theatre. This Bunraku style of presentation where the audience imagines the puppeteer is invisible is important for the teacher's class control. I change voices and use a minimal amount of props: window, table, stick, rope, pencil, miniature apple, carrot, icecream, white radish and shopping basket. With young students the audience parts are dictated. With older classes the students read the audience parts. The vocabulary in Punch and Judy is basic and can be inferred by context. After viewing the play twice students are able to perform the main roles: Punch, Judy, Policeman and Baby and can mimic my melodramatic tones perfectly. Boo hiss became a very popular response to unpopular work. I performed this play for adults too and its universality amazed me. Being a live, highly participative audience is lots of fun.

Punch and Judy show

An EFL version

by Shivaun Molloy

Characters: Mr. Punch, Judy, Baby and Mr. Policeman

Punch	Hello, Boys and Girls. My name's Mr. Punch. (Sweet manner)
Audience	Hello, Mr. Punch.

Punch	I want you to meet my dear family. (Screams) Judy!
Judy	(No answer)
Punch	Oh, Joo-oody. (Sweetly but loudly)
Judy	(Offstage) <u>What</u> is it, Punch?
Punch	(Impatient) Judy!
Baby	(Cries)
Judy	(Storms up) You woke Baby! What is it?
Punch	(Indicates with his head) Look!
Judy	(Looks to left) What?
Punch	No, over there.
Judy	(Looks to right) What?
Punch	(Impatient, turns her to the audience) There. This is my wife, Judy.
Judy	Oh, (Manner changes, becomes sweet) Hello, Boys and Girls. Hello everyone!
Audience	Hello, Judy.
Judy	Punch, all the boys are so handsome and all the girls are very beautiful!
Audience	Thankyou Judy.
Baby	(Cries)
Judy	Goodbye, Baby's crying. (Waves)
Audience	Bye, Judy.
Punch	(Produces his stick) I'm strong. Why, I'm the strongest in all the world. If anyone says I'm not.... (Threatens)
Judy	(Screams) Punch! (Comes up carrying the baby) Where's Punch?

Punch (Hides under the table) Ssh!

Judy Boys and Girls, where's Punch?

Audience He's under the table.

Judy Punch!

Baby (Cries)

Punch (Comes up with a pencil) I dropped my pencil.

Judy Here. (Gives him baby)

Punch (Loving, kisses Baby)

Baby (Cries)

Punch I love you, Baby.

Judy (Gets her shopping basket) Look after Baby. I'm going shopping.

Punch (To audience) Oh, NO! (To Judy) Yes, I'll look after Baby. Goodbye Judy. (Judy exits)

Judy Goodbye Punch.

Punch (Rocking Baby) Sleep, Baby, sleep. Your father watches sheep. (Sings badly)

Baby (Cries)

Punch (Loses temper) Sleep, Baby, sleep. (Hits Baby against table) Nice baby!

Audience Boo, hiss!

Baby (Cries)

Punch Bad Baby! Stop crying.

Baby (Cries louder)

Punch (Hits Baby against table repeatedly)

Baby (Cries)

Punch	(Throws Baby out of window)
Audience	Boo, hiss.
Punch	Ssh, ssh.
Judy	(Her basket is full of food) Punch, I bought an apple, a carrot, icecream and a white radish.
Punch	Thankyou Judy.
Judy	(Looks around) Where's Baby?
Punch	In bed.
Audience	Boo, hiss!
Punch	Ssh!
Judy	(Drops groceries, dashes offstage) Where's Baby?
Punch	Heh, heh. Outside.
Audience	Boo, hiss.
Judy	Boys and Girls, where's Baby?
Audience	On the ground.
Judy	(Rushes down to Baby. Carries back his limp form.) Oh, no. Bad Punch, you killed Baby!
Punch	(Gets stick) And you too!
Judy	(Screams) No, Punch. Stop, stop!
Punch	(Hits her)
Audience	Boo, hiss, boo.
Punch	(Distracted) Ssh, Boys and Girls. Ssh!
Judy	(Screams) Help, Police, Murder!
Punch	Ssh. (Ties her up with rope)
Audience	Boo, hiss.

Policeman (Knocks on door) Mr. Punch.

Punch What? (He puts Judy below the table)

Policeman (Comes in) Hello, Mr. Punch.

Punch Mr. Policeman, look at the Boys and Girls.

Policeman (Bows) Hello, Boys and Girls.

Audience Hello Mr. Policeman. Look at Baby!

Policeman (Picks up Baby. Shakes his head) Bad Mr. Punch! Come with me.

Punch (Hits Policeman) NO! (Fights)

Audience Boo, hiss, boo.

Policeman (Finally controls Punch and locks him in jail) You'll be in jail for 40 years!

Punch (Very meek) No, no. I'll be good.

Audience Yeah! Hooray!

Policeman (Rescues Judy. They bow.

Audience (Claps) Hurray!

* * *

Puppet Trick-or-Treating

Spindle asks for Halloween vocabulary. Then he asks the front row people to choose vocabulary cards. They read: scare, boo, trick-or-treat, pumpkin, Jack o' lantern, ghost, witch, candy and Halloween. He introduces his puppet friends: Katy, Harry, Pierre, Nezumichan and Kachina. Some members of the audience choose a puppet using the alphabetical order of their vocabulary cards. Spindle shows the puppets their

Halloween costumes: Jack O' Lantern, skeleton, witch, monster, ghost and werewolf. They chose costumes for their puppets and dressed them up. The entire group practices, "Trick or Treat, give me something good to eat."

One by one, the puppet trick-or-treaters go outside and knock on the door. The lights are turned off and I carry a plastic jack o' lantern filled with candy to the door. I open the door and say, "Happy Halloween!"

The ghost puppet says, "Boo. Trick or treat, give me something good to eat." I give her two candies. She says, "Thankyou," and goes back to her seat.

This simulation of Halloween is very popular. In Japan, dressing-up is very unusual so this introduction to such a strange custom is good. The following year a few of my students were willing to try to dress up but some students refused to put on their creative home-made costumes feeling too threatened and scared. Make sure there are enough puppets and costumes. To get first choice of puppets and costumes have the students roll dice or choose an alphabet card.

Mime time

I introduce Spindle's friends and their personae. Harry is a dog from England. Nezumichan is a mouse from New York city. Pierre is a clown from France. Kachina is a Navajo from Arizona. Katy is an octopus from Greece. I ask how

many arms Katy has and what color are Nezumichan's eyes. Then Spindle hands out some of the matching deck of verb cards. There are 49 words. I introduce them to my students in 10 word sets, miming the words for them. We play concentration, karuta (A slap game) and scissors, paper and stone games to study the words.

Here is the word list: yawn, limp, nod, walk, lie down, wave, buy, shop, bow, clap, wash hands, sit down, sing, think, fall down, throw, skip, hit, climb, look behind, point, swim, fight, fly, look behind, take, drop, carry, write, kneel, push, drop, carry, write, catch, run, sneeze, give, hop,read, laugh, scratch, sweep, cry, wake up, eat, sleep,talk and sweep.

A puppet reads his verb card and then mimes something like: write, sleep or scratch. Some puppets can't open their mouths yet convey eat and yawn well. After learning the verb cards we play team charades and have to guess the puppets' actions. Japanese children are especially self-conscious and the puppet helps overcome the shyness that often blocks the effectiveness of TPR.

Preparing for hangman

Spindle asks people with Halloween vocabulary cards to count the number of letters and match them with number cards. He tells them this is a very important preliminary

to hangman.

Games of prediction, chance and grouping

The front row people shut their eyes and put their hands behind their backs. Spindle puts toy car erasers in their hands. Then he asks them to guess what color the car is. They want to be the first to guess the color and so forget their concern with perfect English.

He has a big money bank filled with light 1 yen coins. which he offers to members of the audience as well as a big cardboard dice with numbers written on it. Then he gives them the amount of yen they've rolled. He deals out the money until it's all passed out. Students soon learn to read numbers this way. If you give them an ordinary dice they tend to say the number in their native tongue and don't really consider English a living language. Then they count to see who has the most money.

They also play a variation with dice and toy cars. When all the cars are dealt out each student sorts the cars by color and counts. Whoever has the most in each color category wins. The children are involved with the activity and use English naturally.

Karuta is a fascinating listening game

Karuta is the Japanese name for a slap game that's played with illustrated haiku cards at New Year's celebrations.

I have about twenty pictures of people. I introduce them as: father, mother and baby: father, sister and brother; grandmother and girl; and aunt, mother and boy; etc. We have already studied family relationships and drawn a family tree. There are two teams. I spread six pictures on the table. For young children the sentences are simple but use vocabulary studied previously in subject groups such as: colors, body parts and clothes. I say sentences like: "The father has brown hair. The baby is wearing a pink sweater." Some of the vocabulary hasn't been taught but is inferred from context. The older students are given more complicated sentences and an odd trick sentence to keep them on their toes. For example: I say, " The mother's dress has red polka dots." A student slaps the picture of a mother in a red dress and she has to return one of her team's pictures. as a penalty. The listening proficiency of the class improves rapidly and this is an effective test of their passive vocabulary.

Pronunciation practice

Japanese kids are often made to repeat drills ad nauseum and often refuse to speak for fear of errors. To review vocabulary which was taught in subject groups I put the words together phonically eg. ship, shoe, shop, she, shirt, and fish. We look at the word cards and depending on

their ability sometimes they keep the cards and other times they have to remember the words. I write one of the words on a piece of paper and the students try to guess what it is. Then the one who guesses writes a word. They get carried away with the game and shout the word.

An American party song

To review directions and body terms and to use vocabulary and body movements together the Hokey Pokey is a great reenergizer. Sing it in a circle.

Oh Hokey Pokey Pokey! Oh Hokey Pokey Pokey!
You put your right foot in
You put your right foot out
You put your right foot in and you shake it all about
You do the Hokey Pokey and you turn around
That's what it's all about!
Hey!